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ABSTRACT

The booklet provides direction for driver education instructors, special education teachers, and school administrators in the planning and implementing of effective traffic safety education programs for handicapped youth. Section I focuses on understanding state and federal laws with subsections on P. L. 93-112 (the Rehabilitation Act of 1973), P. L. 94-142 (the Education for All Handicapped Children Act), and the Oklahoma Department of Public Safety rules and regulations relative to the medical aspects of driver licensing. Section II on program management addresses instructional delivery systems, special populations, the least restrictive environment, instructional equipment and materials, reimbursement for handicapped students in driver education, length of course, and adults and out of school youth. Developing individualized education programs (IEPs) is the topic of a third section. Section IV considers general objectives for driver education, driving task analysis, additional tasks for the physically handicapped, limited sight and hearing students, behind the wheel instruction, driving simulation for handicapped students, special education assistance, and the physically handicapped. A final section provides information on institutions offering assistance for handicapped drivers, adaptive equipment, and instructional materials. Appendixes include a list of manufacturers of handicapped driver assist devices, a selected bibliography, handicapped insignia and parking certificates information, directions for transfer from wheelchair to car, use of the adapted van, and manual communications for deaf students. (SB)

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WAYS WITH WHEELS

Driver Education For Handicapped Students

1981

Oklahoma State Department of Education

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Foreword

A common goal of the schools of Oklahoma is educational opportunity for everyone-to provide the training and experience that each student needs. Driving an automobile has become such an integral part of our mobile society that we often take that skill for granted. Many people in the past have been denied acquisition of that skill because of physical or mental handicaps. Many handicapped persons will be able to function as productive citizens if given the mobility afforded by a license to drive.

Long before Public Law 94-142 was enacted, Oklahoma schools were making it possible for handicapped people to receive instruction through driver education programs.

We, at the Oklahoma State Department of Education, are still dedicated to making the skill of driving a reality to as many individuals as possible. It is our hope that this publication will aid those professionals in the field as they work toward this goal.

Leslie Fisher
State Superintendent
of Public Instruction

Preface

Of the more than 30 million handicapped Americans, 1.5 million are unemployed merely because they lack a drivers license, modified automobiles and/or proper driver education. In Oklahoma, of the nearly 600,000 students enrolled in our public schools, approximately 10% will need special attention regarding enrollment and instruction in driver education. Recent State and Federal legislation recognizes this need and requires that such education be designed to meet the demands of this special population.

The purpose of this publication is to provide direction for driver education instructors, special education teachers, and school administrators in the planning and implementing of effective traffic safety education programs for our handicapped youth.

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SECTION 1

Understanding The Laws

I. Laws And Regulations

Federal

PUBLIC LAW 93-112 - Rehabilitation Act of 1973. This act is the legal basis for Rehabilitation Administration and Services. Section 504 of this act is the basic civil rights provision with respect to terminating discrimination against America's handicapped citizens. The statute reads:

> "No otherwise qualified individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance". (This includes the opportunity to enroll in a driver education program).

PUBLIC LAW 94-142 - The Education For All Handicapped Children Act, 1975. This law assures all handicapped children age 3-21 of the right to a free appropriate public school education. Pertinent excerpts are paraphrased below.

1. Local schools must guarantee the availability of special education programs and related services as needed.

2. Procedural Safeguards must be provided (i.e., evaluation procedures, confidentiality of records, team approach to Individual Education Program placement, and right to a Due Process Hearing).

3. Least restrictive environment means handicapped students will be educated with non-handicapped students to the extent the handicapped student will benefit.

4. Handicapped students have a right to the same services offered to non-handicapped; such as, Vocational Technical schools, home economics, driver education, etc.

State

OKLAHOMA DEPARTMENT OF PUBLIC SAFETY
RULES AND REGULATIONS RELATIVE TO THE
MEDICAL ASPECTS OF DRIVER LICENSING

To operate a motor vehicle, a driver must possess certain physical and mental abilities. The sources of information regarding physical and mental conditions which might affect driving are: (1) Original and renewal license applicants, (2) Traffic Records, (3) Department of Public Safety Hearing Officers, (4) Law Enforcement Officers, (5) Driver's License Examiners, (6) Judges, (7) Physicians, (8) Accident Reports, (9) Voluntary Surrender of Licenses, (10) Relatives, and (11) Private Citizens. Ordinarily, the fitness of an applicant for a license can be determined by personnel of the Department; however, medical judgment is often necessary. Medical reports by family physicians or medical specialists may be required as provided by Title 47, Section 6-110 of the Oklahoma Statutes. These medical reports may be referred to the Medical Advisory Committee for evaluation and recommendation. The Medical Advisory Committee, as authorized by Section 6-118, shall also recommend standards for determining the physical, emotional, and mental condition of a person to safely operate a motor vehicle. The Department shall make the final determination in the issuance of a license. Denial or cancellation of a license by the Department may be appealed to the court as provided by Title 47, Section 6-112 of the Oklahoma Statutes. Other sections of the Oklahoma Statutes in Title 47 affecting the medical aspects of the driver's license are: Section 6-103 (4), (5), and (8), 6-113; 6-120; 6-208 (b) and 6-209. The most common ailments affecting safe driving (depending on the degree of severity and control) are:

I. METABOLIC DISEASES

A. Diabetes Mellitus - A person with uncontrolled diabetes shall not be licensed. Proof must be submitted by his physician that the disease is under reasonable control without either severe hypo or hyperglycemic reactions to be licensed.

B. Hyperinsulin States - A person with hypoglycemia (diagnosed low blood sugar) shall not be licensed unless proof has been submitted from his physician that he is receiving proper care and diet.

II. CARDIOVASCULAR DISEASES

A. Congestive Heart Failure - A person with compensated congestive heart failure may be licensed providing a physician presents evidence of compensation of congestive heart failure.

B. Arrhythmia - A person with partial or complete atrioventricular block when accompanied by episodes of faintness or unconsciousness shall not be licensed. In general, a person with successful implant of a pacemaker may be licensed.

C. Carotid Sinus Sensitivity - A person with carotid sensitivity who experiences attacks of syncope shall not be licensed.

D. Myocardial Infarction - A person with proven myocardial infarction and/or congestive heart failure, cardiac arrhythmia, or coronary insufficiency shall not be permitted to operate a common carrier unless individually approved.

III. VISUAL PROBLEMS

A. Acuity - A person may be considered for licensing if visual acuity is:

1. 20/70 or better in both eyes with corrective lenses.

2. 20/60 or better in one eye with corrective lenses. Persons not meeting the above requirements may apply for restricted licenses such as area and time if the visual acuity is no worse than 20/100.

B. Eye Diseases - A person with a progressive eye disease such as cataract, glaucoma, nystagmus, iritis, iridocyclitis and choroiditis, retinal detachments, inflammatory vascular and eye ground diseases, optic atrophy, or other disease affecting vision or visual fields shall not be licensed unless the disease is in minimal stages. If licensed, future periodic vision reports will be required to be submitted to the Department by an opthalmologist or optometrist.

C. Telescopic Lenses - A person wearing telescopic lenses shall not be licensed.

IV. MUSCULOSKELETAL PROBLEMS

A. Cerebral Palsy - A person with rigid or severe athetoid condition shall not be licensed. A person with mild spastic paraplegias and mild athetosis may be licensed provided other simultaneous difficulties such as organic brain damage or uncontrolled convulsive disorders are not present.

B. Muscular Dystrophy - A person with muscular dystrophy shall not be licensed unless a medical report is submitted to the Department by his physician verifying ability to operate a motor vehicle safely. Future periodic reports may be required since the disease may be progressive.

C. Amputation/Paralysis - A person with complete paralysis or amputation of both upper extremities shall not be licensed.

D. Bi-Lateral Upper Extremity Handicapping Conditions
For the purpose of this section; a handicapped person is defined as one with a condition of significant deformity, weakness, paresis, or a paralysis of both upper extremities. The Department may consider licensing a handicapped person, as defined above, upon the recommendation of the Medical Advisory Board; provided, the applicant will:

1. furnish any necessary medical reports

2. equip the vehicle properly

3. consent to extensive testing so the Department can better determine their endurance and their ability to react to and avoid hazardous conditions and the reliability of the vehicle equipment, and

4. complete a driver education or driver training course approved by the Department.

Each person with a diagnosis that would place him under paragraph A, B or D of this section whereby the condition is severe enough to preclude licensing, may be given individual consideration toward limited licensing. Persons covered under Section IV of these regulations shall not be licensed for a Chauffeur's license or a Commercial Chauffeur's license.

V. NEUROLOGICAL DISORDERS

A. Epilepsy - A person with uncontrolled epilepsy shall not be licensed. The Department may grant an Operator's license after receiving proof from his physician that he has been seizure-free for one year. The Department shall require the applicant to submit future periodic medical reports by a signed agreement. In addition, should another seizure occur, the license would be voluntarily surrendered. If the licensee submits proof that he has been seizure-free and under no medication for two years, periodic reporting may be discontinued and the licensee may be considered for a Chauffeur's license or a Commercial Chauffeur's license.

B. Multiple Sclerosis - A person with multiple sclerosis shall not be licensed unless a medical report is submitted to the Department by his physician stating that his limitations of visual fields, motor functions of the extremities and coordination are not affected to a degree which renders him unable to operate a motor vehicle. Future periodic medical reports shall be required since the disease may be progressive.

C. Parkinson's Disease - A person with Parkinson's disease shall not be licensed unless a medical report is submitted to the Department by his physician verifying ability to operate a motor vehicle safely. Future periodic reports may be required since the disease may be progressive.

D. Mental Deficiency - A minimum Full Scale IQ of 70 on an adult intelligence test, such as the Stanford-Binet, Wechsler, or any other comparable intelligence test shall make him eligible for consideration for the issuance of a license. Persons who fail to meet the minimum IQ requirement as stated in this section may be given consideration toward limited licensing for an Operator's license.

VI. NEUROPSYCHIATRIC DISORDERS

A. Emotional Distress - When emotional distress is chronic, the inattentiveness, despondency, and agressiveness and lack of concern for other's safety may also be chronic. A person with such a condition shall not be licensed until a medi-

cal report is submitted to the Department by his psychiatrist or psychologist stating that his reactions have been controlled to a degree which renders him able to operate a motor vehicle safely.

B. Psychosis - A person with an uncompensated psychotic disorder such as schizophrenia shall not be licensed until evidence is submitted to the Department by a psychiatrist that such person is sufficiently compensated and mentally alert to operate a motor vehicle.

C. Psychological Evaluation - Psychological evaluation, when required, shall be administered by a psychologist licensed in Oklahoma, an Oklahoma State Merit System psychologist or a Federal Civil Service qualified psychologist or psychiatrist.

VII. LICENSING RESTRICTIONS

There may be restrictions on a driver's license (i.e., corrective lenses for persons with vision problems). The Oklahoma Driver's Manual lists all of these.

VIII. PHYSICALLY DISABLED INSIGNIA

The Department of Public Safety issues reflective insignias to any physically disabled person licensed to operate a motor vehicle in the State. There are several requirements which are listed in the Oklahoma Driver's Manual. (See Page 65)

IX. RIGHT OF APPEAL

Whenever the Department denies or cancels a person's privilege to operate a motor vehicle relative to the person's physical or emotional condition, said person shall have the right of appeal to District Court as provided by Title 47, Oklahoma Statutes 1971, Section 6-211.

SECTION 2

Managing Your Program

II. Program Administration

The Oklahoma State Department of Education will assist all districts and local schools in the development and implementation of appropriate programs for the handicapped for the purpose of acquiring the necessary competencies to operate a vehicle. It is suggested the districts and local schools also work closely with the special education teachers and coordinators in order to determine conceptually what direction should be taken in training and educating the handicapped who desire to learn how to drive a vehicle.

A. INSTRUCTIONAL DELIVERY SYSTEMS - There are over eight million handicapped children in the United States from 3 to 21 years of age who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or have other physical or learning disabilities. Since all educators should seek to offer appropriate education to all youth, it is extremely important that the driver education supervisor and driver education teacher work with the special education staff to offer a driver education program, when feasible, to all handicapped students.

B. SPECIAL POPULATIONS - Many mentally retarded, emotionally disturbed, physically handicapped, hearing impaired, and visually impaired persons can benefit from instruction in driver education. A program of instruction may be devised where the driver education teacher works with the special education teachers who specialize with each of the above handicapped areas. This may necessitate the driver education teacher working in the classroom and the environment of the handicapped student. By determining the cognitive, motor skill and affective levels of the student, an effective program can be developed. Therefore, by identifying the handicapped needs, this individual can become a functioning participant in the total highway transportation system.

C. LEAST RESTRICTIVE ENVIRONMENT - At the discretion of the special education staff and other team members, handicapped students may be brought into the regular classroom and laboratory phases as part of their individualized education program (IEP). It may be important to establish communication with their parents concerning program development and implementation. Proper adaptation should be made

to the vehicle when necessary.

D. INSTRUCTIONAL EQUIPMENT AND MATERIALS - Handicapped students, in many instances, need special equipment such as hand brakes, accelerators, and other special control mechanisms. It is suggested one refer to the State Department of Education for resources to meet specific needs of the handicapped program.

E. REIMBURSEMENT FOR HANDICAPPED STUDENTS IN DRIVER EDUCATION - All handicapped students enrolled in driver education courses receive the same reimbursement as regular driver education students. This reimbursement depends on the availability of Oklahoma State Department of Education funds that are designated for driver education programs for that particular year.

F. LENGTH OF COURSE - All classroom and laboratory phases of instruction should meet the needs of all students. The special education staff and driver education staff should coordinate content and length of program depending on various competencies and skills of each special student. Technical assistance can be obtained from the Special Education section of the Oklahoma State Department of Education concerning this matter.

G. ADULTS AND OUT-OF-SCHOOL YOUTH - A handicapped person who is not regularly enrolled in a public school and wants to learn to drive has several options. If the local school feels they can provide the service, a fee may be charged by the school to cover the expense since this person is not eligible for State Driver Education reimbursement. If the student is 18 years old, or older, the vocational rehabilitation office may be able to provide financial assistance for the instruction. Another option would be to contact the nearest university with a safety education center. Many (especially Central State University, Edmond) provide this service as part of their driver education teacher education program.

SECTION 3

Individualizing Your Instruction

III. Developing
An Individualized Education Program (IEP)

THE TERM "HANDICAPPED" DESCRIBES THOSE PEOPLE WHO HAVE BEEN EVALUATED IN ACCORDANCE WITH FEDERAL REQUIREMENTS AS BEING:

Mentally Retarded
Hard of hearing
Deaf
Speech Impaired
Visually Handicapped
Seriously Emotionally Handicapped
Orthopedically Impaired
Deaf-Blind
Multi-Handicapped, or as having specific learning disabilities: and who because of those impairments, need Special Education or Special Services
Other Health Impaired

A. PERSONS NEEDING SCREENING WOULD INCLUDE:

1. Those whose functional ability to drive is questioned by parents/guardians, Driver or Special educators, Guidance personnel, etc.

2. Those who may require vehicle modification.

3. Those with questionable visual acuity, visual fields, etc.

4. Those who are likely to need adaptive equipment in order to drive (amputees, wheelchair users,) etc.

5. Those who have aphasia or deafness, for whom driver education requires guidance in planning.

6. Those who are affected by slower decision making ability.

B. EVALUATION:

1. Extent of disability and selection of adaptive equipment if needed.

2. Functional educational ability

3. Control of reflexes and general motor coordination

C. IEP TEAM

Oklahoma state regulations require a four member team to write the IEP to determine the handicapped student's educational needs. Those team members are the parent(s), an Administrator (or his/her representative), the special education teacher and a regular teacher. The student may also be present. The driver education teacher should act as a consultant for the IEP team and must be knowledgeable of the student's handicapped condition as relating to driver education. The team will determine if the student enrolls in the driver education course.

D. THE IEP FOR EACH STUDENT SHOULD INCLUDE:

1. A statement of the student's present levels of educational performance.

2. A statement of annual goals, including short-term instructional objectives.

3. A statement of specific educational services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs.

4. The projected dates for initiation of services and the anticipated duration of services.

5. Appropriate objective criteria and evaluation procedures and schedules for determining whether the short-term instructional objectives are being achieved.

E. CONSIDERATIONS FOR PROGRAM PLANNING:

1. Special educator should work closely with driver education teacher to ensure that the student is comprehending the material covered.

2. Additional out-of-class tutorial time with student should be given by special educator or driver education teacher if needed.

3. Team teaching may be necessary in cases where a deaf student is enrolled in driver education.

4. Students must meet the same requirements as those set for the other students.

5. The physically handicapped student who needs adaptive equipment should have that equipment on the driver education car. If driving simulators are available, consideration should be given to adapting the simulator with similar equipment. This student should be able to take the driver license exam in the adapted driver education car or another car similiarly equipped. (See appendix for sources of adaptive equipment.)

SECTION 4

Developing Your Program

IV. The Instructional Program

The goal of educating the handicapped student to become a safe motor vehicle operator is essentially the same as with any other driver trainee. However, special assistance may be required for mastery of certain aspects of the driving task. The handicapped student must be given the same opportunity to succeed or fail as his/her non-handicapped peer. Since the goals and objectives are essentially the same, the program differences are mainly in the areas of teaching methods. Simply, how will we instruct the special learner so that he/she may safely enjoy the privilege of being a licensed driver?

Solutions will vary, but basically the methods will require more repetition, simplification of ideas, and patience. The special educator may be the person best suited to lay a solid foundation from which the driver education teacher will build.

Instruction in driver education must begin with the selection of materials to be taught. These materials must be compatible with course objectives and with the individual ability of the student. Readability of the text materials must be determined and presented at the student's level of comprehension. In some cases, this may entail presentation in some oral or visual form comprehensible to the non-reading pupil.

A. GENERAL OBJECTIVES FOR DRIVER EDUCATION

1. Students are able to recognize and describe automobile driving as primarily a mental and social task involving the interaction of drivers, vehicles, and the environment in a rather complex highway transportation system.

2. Students are able to define traffic regulations and their requirements and recognize the various situations or conditions under which they apply.

3. Students can define and recognize, in a manner sufficient for safe and efficient operation, the capabilities and limitations of one's own vehicle and other vehicles to be found in the highway transportation system.

4. Students are able to define and perform basic driving skills, habits and maneuvers.

5. Students can perceive and interpret (or judge), in an efficient and effective manner, the pertinent system events and conditions (or contingencies) for the best pathway to travel in terms of goals, risks, and consequences.

6. Students can determine the advantages and disadvantages of the various driving environments for the selection of most appropriate routes and departure times.

7. For the various vehicles used, students can contrast the performance characteristics and optional equipment available; determine the extent to which the various vehicle systems are functioning properly or are in need of corrective maintenance.

8. Students can define the legal and moral responsibilities necessary for making decisions regarding personal capabilities relative to the safe and efficient operation of a vehicle on the highway at any given time.

9. Students can determine method(s) for preventing various psycho-physiological, social and other factors from having an adverse effect on one's ability to perform the driving task.

B. DRIVING TASK ANALYSIS

1. GENERAL - Most Americans take driving for granted. We are literally a society on wheels and seldom do we stop to analyze what driving an automobile is all about. What part(s) of us must function properly to get us safely from point A to point B? What really has happened when a crash occurs? Careful analysis of the physical and mental requirements of the driving task has revealed some interesting findings.

2. DECISION-MAKING PROCESS - The term "Driver Training" is no longer valid since training implies a given response to a given stimulus. Driving decisions are based on multiple stimuli from a constantly moving and changing traffic environment. Estimates are that 150-200 decisions per mile must be made by the driver.

The driver must be "educated" to make wise driving decisions based on the requirements of the traffic situation.

Four words are commonly used to describe the driving task:

a) Identify: The driver must see (or sense) as many clues as possible from the traffic environment (input).

b) Predict: After operators identify the position of important elements (clues) in the traffic scene and their relationship to each other, they must project and predict possible future relationships and outcomes, constantly hypothesizing about what will or might be.

c) Decide: Operators make predictions on the basis of their perceptions, and then make decisions on the basis of their predictions.

d) Execute: The sensory and mental functions (identification, prediction, decision) finally culminate in the performance function as the operator executes his decisions related to direction, speed, and communication with other highway users.

C. ADDITIONAL TASKS FOR PHYSICALLY HANDICAPPED

Basically there are four tasks which the physically handicapped driver must master over and above the normal requirements for safe and independent operation of an automobile.

1. He should be able to enter the car unassisted to include any assist devices such as crutches, wheelchair, etc. (In some cases "unassisted" will be impossible, but should be the goal).

2. He should be able to exit from the car unassisted to include any assist devices.

3. He must be able to skillfully operate special controls as required for his condition.

4. He must be able to maintain proper body position

and balance behind the wheel while the car is in motion.

These are tasks which many take for granted but require special attention and effort for the handicapped. Little do we realize how much we use our legs and hips for balance especially when making left turns. A person paralyzed from the waist down must learn to compensate for this loss.

How the handicapped individual views his condition is of utmost importance. Some will let their condition be a handicap; others will accomplish many deeds and lead quite "normal" lives. They just go about it in a little different way. Sometimes there are varying psychological implications depending on whether the defect has been from birth or inflicted later in the person's life. In either case, the person's success in coping with the condition is dependent upon his attitude toward the handicap.

D. LIMITED SIGHT AND HEARING

Among handicapped students who might desire to enroll in the driver education class are the hearing impaired and the visually impaired. The hearing impaired includes those with partial hearing loss (some of whom can be assisted by use of hearing aids) as well as the profoundly deaf. The visually impaired can include the partially sighted as well as the blind whose sight is severely or totally impaired.

1. HEARING IMPAIRED STUDENT. - The primary problem in providing driver education to the deaf is communication. A system of communication must be established between the student and instructor. This can be established through sign language, lip reading, or through use of interpreters. Once communication has been established teaching a deaf student is similar to teaching a student with hearing. If an interpreter is to be used, it is essential for the teacher to be specific and conform to the same type of word usage when giving instructions. The following are items that need specific consideration when teaching a deaf student:

a) Position of the Instructor and/or Interpreter.

b) Continuity of Instruction - speech clear and slow.

c) Word Usage and Vocabulary - limited words with consistency.

d) Class Atmosphere- teacher-student class relationship same as other students.

e) Visual Aids - use captioned film; visual aids are available for student to use at own pace.

f) Teaching Strategies - teacher should use a variety of activities within the limits of the students for motivation and learning experiences.

g) Visual and Written Examination - the teacher should discuss how and where the license examination will be given. The student should understand that the examiner will be in uniform and the type of questions to be asked.

h) On-street Driving Examination Information - information should be obtained from the local examiner regarding scheduling and possible special considerations for communication by both the student and examiner.

i) Parent Involvement - parent support and participation is essential for the total success of any student. The handicapped student is no different.

j) Simulation - adjustment may be needed on the speed of the film and automatic codes. This student may be slower in response than other students. Films may need repeating for more complete comprehension. Reviewing of the script of a film in advance for familiarity with the subject is very beneficial. Captioned films may also be useful.

k) In-Car Instruction - use of mutually understood hand signals and use of interperter, are methods of communication in car. The Hand signals seem to be most satisfactory. Instructions must be given clearly ard in advance of needed response.

l) Sign Language - mutually understood hand signals can be used between the instructor and student. It is not necessary for the teacher to be skilled in the use of sign language. (See Appendix)

Severely hearing-impaired individuals do drive. They, in most circumstances have better driving records than the so called normal drivers. These better driving records have been attributed to the following.

a) Deaf drivers are more free from noise distractions and concentrate on the driving task.

b) These drivers are relatively free from the hypnotic effects of noises (motor, radio, etc.)

c) A desire among these drivers to keep their driving records violation free.

d) The deaf driver tends to remain alert while driving to compensate for the impairment.

e) Use of alcohol and other drugs appears less pronounced with the deaf.

Remember the majority of driving decisions are based on vision and not hearing. The only special requirement imposed by licensing authorities is the use of outside mirrors to compensate for their inability to hear emergency and other warning sounds.

Again, the major problem of the deaf student is establishing a communication system with the instructor. Once the communication is established, instruction may proceed as with any regular student.

2. VISUALLY IMPAIRED STUDENT - The definition of blindness is generally 20/200 with correction. In most instances the person should have 20/40 or better vision using one or both eyes, with or without correction. (The Driver License Examiner should be contacted for any law clarification).

Many aspects of the driver education class can be useful for the visually impaired student who may not be eligible for licensing. For Example:

a) pedestrian and passenger safety

b) using public transportation

c) walking in the vicinity of roadways

d) traffic laws

e) emergency situations

f) effects of alcohol and drugs

Many visually impaired students will have difficulty in using regular classroom materials. The following adjustments may be necessary.

a) Materials produced in larger print

b) Low Vision Aids - reading through use of magnifier

c) Note taking - the use of the braille typewriter

d) Tutors - students to read to visually impaired

e) Seating - visually impaired at front of classroom

f) Testing - test adjusted to visual ability

When a visually impaired person is a passenger or pedestrian and is informed about the vehicle in which they ride or about the roadway on which they travel they are likely to be safer and more at ease than if they were uninformed. The visually impaired student should be included in at least the classroom phase of driver education.

E. BEHIND-THE-WHEEL PHASE OF INSTRUCTION

The paramount consideration for teaching physically handicapped people to drive is adaptation of the vehicle itself. Prior to the first driving lesson the instructor should be briefed on each new student. The staff meeting (IEP) should provide an overview of the student's handicap, physical evaluation results, adaptive driving equipment required, and any unusual circumstances of importance.

Student briefings prove to be an extremely important factor in assuring a successful driving experience. They make it possible for driving instructors to have a complete profile on each student. Once a student begins behind-the-wheel driving they should be scheduled on an average of three to

five lessons per week. Lessons should vary in length of time depending upon the student's handicap and the degree of fatigue experienced by each. Driving is a tiring process for anyone, but especially for the handicapped. Driving instructors must be aware of this factor and allow the student a chance to rest if he/she becomes tired during a driving lesson.

When training a handicapped student to drive the instructor must avoid expecting students with similar handicaps to perform alike. Each student is a separate individual and should be treated as such. If a handicapped student has trouble doing certain things that does not mean all students with similar handicaps will have the same problems or abilities. A good example of this is the vast difference in the amount of behind-the-wheel driving time required by each student.

A school should exercise great caution when selecting driving instructors to teach handicapped students. In addition to being fully certified by the State Department of Education and State Department of Public Safety, they must be knowledgeable about the various handicaps and hand controls. They must also be able to communicate feelings of acceptance and confidence to students. The success of a handicapped driver training program depends greatly upon the instructor.

In setting up a handicapped driver training program there are many problems to consider and evaluate. Here is a partial listing of some of the more common problems experienced.

1. Behind-The-Wheel Problems

Instructors should constantly check students for the proper use of hand controls. Be on guard for the improper use of hand controls by the student who accelerates with the hand brake direction, instead of at a clear right angle for gas, when using this type control.

Review the communication system to be used between instructor and deaf student prior to each lesson. This will avoid any confusion while driving and thus insure safe lessons. The most commonly used communication system with a deaf student is hand signals, although a simple sign system could be used.

Check all adaptive driving equipment such as, parking brake extensions (hand-operated), spinner knob locations, left foot accelerator, etc., prior to beginning lesson. Failure to review this equipment and its positioning may result in an auto accident. If, for example, one student requires a spinner knob located at eleven o'clock, this could cause the second driver to have control problems.

Driving instructors must be aware of student anxiety and tension. Instructors should develop awareness of the student's feelings and behavior and use relaxation techniques before beginning a lesson if necessary.

When adaptive equipment for the physically handicapped is installed on the driver education car it can sometimes present problems (curiosity) for the regular students. In larger school systems, one car may be adapted and used exclusively for the handicapped throughout that system or even shared with other school systems who may have periodic need. If the adapted car is used in the regular program, the instructor should remove any device (i.e. spinner knob) that might interfere with the normal driver. He should also take a moment and explain any other devices; why they are there and how they work.

A racing car styled seat belt should be purchased to provide additional stability to students with balance problems (paraplegics, spina bifida, etc.) (Two shoulder harnesses).

Instructors should take extreme care to select road courses which do not overpower the student driver. It is suggested that the instructors plot several road courses with varying degrees of difficulty. This will allow for a gradual increase in the degree of difficulty encountered by the student by changing from one course to a more difficult one.

After adaptive equipment has been installed, the student whose limitations are strictly physical, may become a regular driver education student. He must develop the same traffic skills and fit into the same patterns experienced by all drivers.

2. Selecting A Car For Physically Handicapped

   a) General-Discussing some existing options on automobiles and how they are helpful to the handicapped may stimulate some thinking about seselecting a car. Generally speaking, the hand-

icapped should select an intermediate or larger size automobile. Many people have trouble getting in and out of compact and subcompact cars. Usually, the more room the handicapped has, the easier the task of entering and exiting the vehicle is for them. Another advantage of the intermediate or larger car is that they will normally better accept adaptations, such as hand controls.

Dependability is another factor requiring careful consideration when the handicapped selects an automobile and/or special controls. Quality merchandise and regular maintenance is a must for the handicapped who cannot, for example, add water to an overheated radiator or change a flat tire.

Careful selection of optional equipment on the car is essential for the handicapped and should be considered when selecting a driver education car.

b) Optional Equipment

1) Two-door car - A two-door car provides more room for the handicapped to transfer himself and assist devices into and out of the car.

2) Automatic transmission - a manual transmission car would present an unnecessary challenge for most handicapped persons. If they do want to learn to drive a manual transmission car, they should first master the driving task in an automatic transmission car, then try the manual.

3) Power steering - Power steering is a must if steering is to be done with one hand.

4) Power brakes - Power brakes are very helpful if braking is to be done with a hand adaptation.

5) Tilt steering wheel - Most handicapped people have to be propped up to see over the steering wheel properly. In many cases, their

legs will come in contact with the lower portion of the steering wheel unless it can be tilted. Also, the wheel can be tilted to allow more maneuvering room for the handicapped as he enters the vehicle. A telescopic steering wheel may also assist in this case.

6) Power seat - Manual adjust seats are difficult for the handicapped to manage. Power seats make it easy for the handicapped to put the seat in its rearmost position for entry and exit and forward and up for ease and comfort in driving.

7) Power windows - Power windows are nice but not necessary especially if the car is equipped with air conditioning.

8) Electric door lock - Electric door locks are more important for the handicapped because they usually have difficulty moving around to lock doors individually.

9) Seat belts - Seat belts help the handicapped maintain position and balance behind the wheel.

10) Armrests - The armrest on the driver's (left) door is very important to the handicapped for balance. A fold-down right armrest is also very helpful for balance.

11) Inside adjust mirrors - An inside adjust rear view mirror is very helpful on any automobile that is regularly driven by several drivers.

12) Bench-type seats - Bucket seats make it more difficult for the handicapped to enter from the curb (passenger) side and slide across and under the steering wheel. Persons in wheelchairs usually enter from the passenger side so they can bring their wheel chair in after them. It is usually secured on the passenger side with the seat belt or shoulder harness so it will not roll into the driver when the car makes a sharp turn.

13) Citizen's band radio - In case assistance is needed, a CB radio can be invaluable.

14) Rear window defroster - Scraping ice and frost off car windows can be a real problem for the handicapped. A rear window defroster can be a real help.

15) Electric garage door - An automatic garage door is not an optional piece of equipment on the automobile but extremely convenient for the handicapped.

F. DRIVING SIMULATION FOR HANDICAPPED STUDENTS

Driving simulators can be an important part of the program for the handicapped. Simulation provides an evaluation, teaching and readiness tool for the development for proper perceptual, judgement, behaviorial and manipulative skills. The use of simulation should be integraded with the classroom and on the street instruction in the automobile if possible.

The driving compartment of a simulation unit can be specially equipped, as in an automobile, with hand controls for the physically handicapped.

The instructor of simulation should realize that handicapped persons may require more instructional time than a normal child of the same age. Instructional time required must parallel the learning ability of each particular student. It may be necessary for handicapped students to receive up to seventeen (17) hours of simulation instruction. Each specific simulated experience should be reinforced by practical application in a motor vehicle.

Suggested Simulation Experiences

It is recommended that the handicapped student begin his simulation experience with four (4) hours of instruction. This instruction should begin with the orientation of the driving compartment, of the simulator, and any special controls needed by students. It is suggested the film "You Take The Wheel" be the first film to be shown. This film demonstrates driving through a variety of driving environments while the narration explains the complexity of the driving task. At the same time the student is given the

opportunity to practice with the simulator unit (and adaptive devices if applicable). "The Art of Turning" should be shown next with the instructor drilling the students between the objective sequences and driving sequences of right and left turns. These drills should be step by step in making right or left turns at intersections or from two and four-lane roads.

The next two sessions in simulation should be a review of starting and turning procedures. The sessions should include the films "Perceptive Driving" and "IPDE Process".

The next step would be for the instructor to schedule two instructional sessions for on-street experience, reviewing right and left turning, and give the opportunity to practice, identify, predict, decide and execute functions as the student is driving on the streets.

The instructional schedule should be planned to provide integration of all three phases. The program must remain flexible enough to enable the instructor to schedule successive lessons in classroom, simulation and on street experiences.

The remaining simulation programs should be integrated with the hours of on-street instruction. Every remaining film should be shown and repeated at least one time, if deemed necessary by the instructor.

G. SPECIAL EDUCATION ASSISTANCE

The following topical outline is a guide to help the special education teacher back up the driver education teacher by preparing the special student in specific knowledge areas.

1. The Driving Task
   a) Nature of the driving task
   b) Components of the highway system
      1. Vehicle
      2. Man
      3. Highways
   c) Understanding of the need for driver education training
   d) The physical requirements for safe vehicle operation

e) Psycho-Physical tests to identify weak skill areas for improvement.

2. Motor Vehicle Laws and Enforcement
   a) Knowledge of Motor vehicle laws
   b) Understanding of the why of the laws
   c) Legal and moral obligations of the driver
   d) Traffic signs
      1) How they work
      2) Recognition and understanding
   e) Rules

3. Perception Judgement and Decision Making
   a) Recognition of traffic events and conditions
   b) Judging and evaluating events and conditions
   c) Plan of action after analysis of situations
   d) Understanding of factors and/or conditions that influence perception, judgement and evaluation of decision making abilities (fatigue, physiological problems, alcohol, drugs, vehicle and road conditions.)

4. Defensive Driving
   a) Demonstration of defensive driving techniques via scale models and/or simulation
   b) Use of controls, signals, safety devices and accessories
   c) Procedures for routing, trip planning and special situations
   d) Vehicle performance, courses of action
   e) Correction of system failures or malfunctions

5. Consumer Education
   a) Knowledge of legal equipment, advantages and disadvantages of various equipment options
   b) Maintaining a motor vehicle in safe operating condition
   c) Safe and efficient operation of the motor vehicle
      1) Acceleration
      2) Braking
      3) Steering
   d) Understanding of preventive maintenance schedules for warranties, mileage, time-space or seasons and driving conditions.
   e) Understanding basic corrective maintenance or repair

f) Insurance
   1) Social and legal needs
   2) Coverages available
g) Purchasing an automobile
h) Automobile financing
i) Costs of vehicle ownership
j) Problems of getting insurance, loans, etc., and avenues of recourse.

H. THE PHYSICALLY HANDICAPPED

Americans are accused of having a love affair with their automobiles. It was in 1968 that the first Secretary of Transportation called mobility the Fifth Freedom and discussed it in relation to the handicapped as well as the physically normal.

Mobility is a crucial freedom for the disabled. It enables them to engage in meaningful vocations, to participate in community affairs, to seek cultural and recreational outlets, to broaden the scope of their outlook and generally enrich their lives.

A car is the optimum means of transportation for the handicapped population. To meet the needs of this group more adequately, it is necessary to improve our driving technology, to improve delivery of service systems and to resolve such problems as funds for buying a car, parking, taxation and insurance.

Whether you are a member of long standing in the disabled community or a newcomer, you will be amazed at the variety of devices available to put you behind the wheel. Vans built for wheelchair accessibility, hydraulic lifts installed in existing vans, hand or foot control systems for arthritics, amputees, hemiplegics, paraplegics and quadriplegics and little people, and fish-eye bubble mirrors for deaf drivers. You may have seen advertisements for all these products in magazines like Accent on Living, Paraplegia News and others, and you will be inundated with descriptive, illustrated publicity material as soon as you make your interest known. Invariably, these brochures stress three features: quality of products, ease of handling, and contribution to the user's mobility and independence.

Deaf drivers rely on visual signals for changes in traffic patterns making visibility their prime source for driving inputs. They have to depend on maintenance lights, vibrations, smells for warning signals about their car's working order.

1. Transfer Board - A transfer board is a simple assist device which, in many cases, can enable a handicapped person to transfer himself from a wheelchair into the driver seat unassisted. It is usually made of hardwood or plastic, about 30 inches long by 8 inches wide and sturdy enough to accomodate the weight of the user. It needs to be smooth with beveled edges and may have a leather strap or cord attached for ease of handling.

The board is extended from the seat of the wheelchair to the front seat of the car. As the person slides across the board, the instructor must watch for balance. The board may want to tip causing a spill. Different grips or other techniques may be suggested to assist with balance during the transfer process.

Once in the driver's seat, the board is placed inside the car (front or back seat area). The wheelchair is folded and also placed inside the car. If entering from the curb side and the wheelchair is placed in the front seat area, it should be secured using the seat belt to prevent its moving and possibly interfering with the driver.

2. Crippling Diseases or Disabling Injuries - Once a person has learned to drive he seldom forgets the basic physical and mental skills. However, after a traumatic experience with a crippling disease or disabling injury, lingering fear can develop which might preclude a person from ever trying to drive again. Experts recommend driving lessons as soon as possible to conquer this fear before it gets too far out of proportion.

In case of crippling disease or disabling injury, the driver is required to surrender his license and be re-tested with any assist devices or other restrictions so noted on his new license. In case of temporary disability, the restrictions can be removed from the license if the driver passes a new road test after recovery.

3. Automobile Insurance - Many companies refuse to insure disabled drivers, giving various excuses. This discrimination does not seem justified in view of handicapped drivers' safety records: "Driving records of physically handicapped drivers appeared to be equal to, or better than, the normal driver", concluded a study of the California Department of Motor Vehicles. "Both male and female handi-

capped drivers had a similar involvement in total accidents and a lesser number of convictions than the normal driver. From these results it does not appear that differential licensing standards or insurance rates can be justified on the basis of the handicap alone".

A person may not be denied insurance on the basis of his or her handicap. Drivers rejected by private insurance companies should be able to obtain insurance from state automobile insurance plans, under an "assigned risk" category. Because these plans are designed for persons considered high risks, premiums are above average.

For postaccident or illness-handicapped drivers, their previous driving record is considered, with tickets or accidents counting against them.

Automobile insurance may only be canceled for certain reasons specified by law. Insurance companies may not cancel a motor vehicle policy simply because the policy-holding individual is handicapped.

4. Reserved Parking Spaces - In addition to the privilege of parking on street spaces prohibited to the general public, reserved spaces in private parking lots, churches, museums, and shopping centers are intended to serve disabled drivers.

Parking is a big problem in all shopping areas. All public places should have special areas marked for handicapped parking and should find some way to enforce it.

5. Rental Cars With Hand Controls - Rental cars with hand controls are available at airport locations in major cities. There is no extra charge for installation of special equipment. A $25.00 cash deposit for hand controls will be credited against rental charges when the vehicle is returned to the rental location. Avis (toll-free reservation number: 800-331-1212), Hertz (800-654-3131) and National (800-328-4567) service Atlanta, Boston, Chicago, Dallas, Detroit, Houston, Los Angeles, Miami, Minneapolis, Phoenix, San Francisco and Washington. Advance reservations are requested from forty-eight hours to ten days, to "reasonable lead times" in other cities.

6. Financial Assistance - Vocational rehabilitation offices are usually quite willing to provide assistance for the purchase of adaptive car controls for handicapped persons over 18 years of age. Your health insurance company may be another source to consult for assistance. For those who incur expenses for adaptive devices for the car, or around the home or place of work, should check with their local IRS office. Many of these expense items will be tax deductable.

SECTION 5

Getting Additional Help

V. Resources

A. Institutions Providing Assistance For Handicapped Drivers

1. State Department of Education, Driver Education Section, Mr. Travis Tice (405/521-2951). Type of service: referrals, films, materials.

2. Central State University, Edmond. Dr. Lonnie Gilliland Jr. (405/341-2980, X507). Type of service: classroom, simulator, range, and on-street driving program for both mentally and physically handicapped. (Approved for vocational rehabilitation reimbursement).

3. Oklahoma State University, Stillwater. Dr. Milton D. Rhoads (405/624-6436). Type of service: referrals, teacher assistance, materials, limited range and on-street driving program for mentally and physically handicapped.

4. Southeastern State University, Durant. Mr. Troy Webb (405/924-0121, X364). Type of service: referrals, teacher assistance, materials, limited range and on-street driving program for mentally and physically handicapped.

5. Northeastern State University, Tahlequah. Mr. Bill Cochran (918/456-5511). Type of service: referrals, teacher assistance, materials, limited range and on-street driving program for mentally and physically handicapped.

6. Others: Veteran's Administration, Vocational Rehabilitation, Private driving schools.

B. Adaptive Equipment - Availability and Selection

A list of companies providing adaptive equipment is presented as an appendix to this publication. Most of the time the driver education instructor can determine which adaptive device is needed for a particular student. Company representatives can usually assist with the selection if the driver education instructor is not sure.

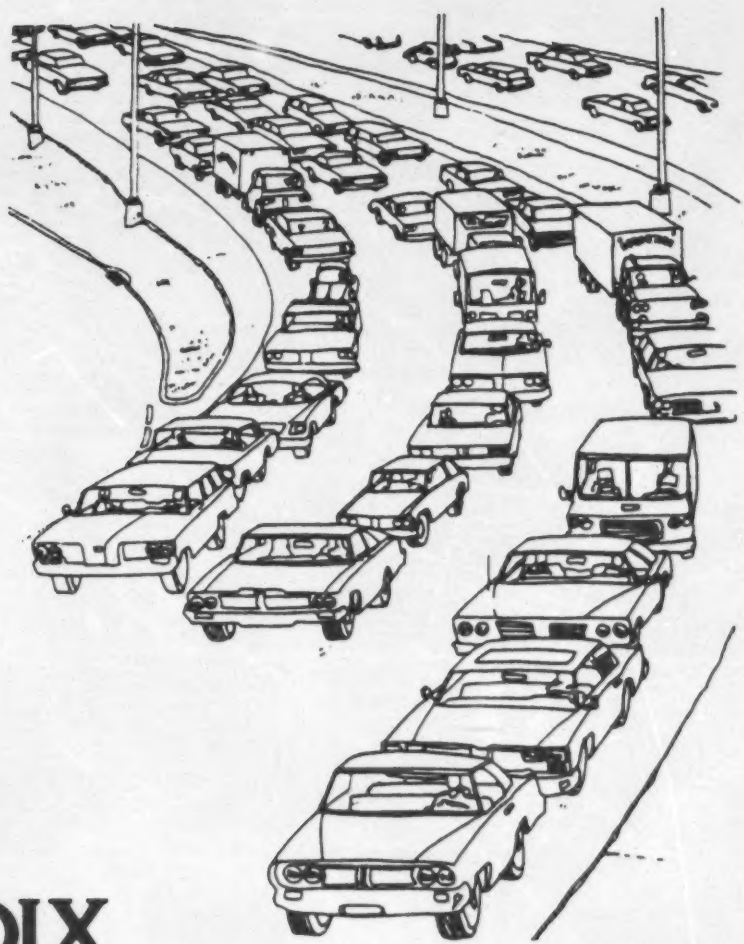
When contacting a company(s) the instructor should be sure to ask about their free-loan program. Many companies will loan their adaptive equipment free of charge to schools with driving programs for the handicapped.

C. Instructional Materials

Most of the materials common to the regular driver education program can usually be used for special students with perhaps some repetition and/or more detailed explanation. A textbook is available for students with poor reading skills (Kelly, Patrick, Building Safe Driving Skills, Lear Siegler, Inc. / Fearon Publishers, 6 Davis Drive, Belmont, California 94002, 1972) The textbook contains 245 pages and covers basically the same materials as most other driver education texts. However this text is written at about third grade reading level.

The Oklahoma Library for the Blind and Physically Handicapped, 1108 N.E. 36th St., Oklahoma City, Oklahoma 73111, (phone 405/521-3514) offers tapes, large print, and Braille publications which might be helpful. They already have The Oklahoma Drivers Manual available on tape and have the capability of recording other text materials on request.

The driver education instructor should search the catalogs of driver education equipment suppliers for films and teaching aids that might be especially helpful for the handicapped as well as his regular classes. Some of these materials might also be useful in special education classes.



APPENDIX

A. Manufacturers of Driver & Assist Devices
B. Selected Bibliography
C. Handicapped Insignia & Parking Certificates
D. Directions for Transfer from Wheelchair to Car
E. Use of the Adapted Van
F. Manual Communications for Deaf Students

VI. Appendix

A. Manufacturers of Handicapped Driver and Assist Devices

1. Blatnik Precision Controls, Inc.
   1523 Cota Avenue
   Long Beach, CA 90813

2. Car Hand Controls
   (Wright Way)
   266 East Park Ave.
   Elmhurst, IL 60126

3. Driver Master Corp. (Vans)
   61 North Mountain Avenue
   Montclair, NJ 07042

4. Ferguson Auto Service
   1112 North Sheppard Street
   Richmond, VA 23230

5. Gresham Driving Aids (Vans)
   P.O. Box 405
   Wixom, Michigan 48096

6. Handicaps, Inc.
   4345 South Santa Fe Drive
   Englewood, CO 80110

7. Hughes Hand Driving Controls
   Box 275
   Lexington, MO 64067

8. Kroepke Kontrols, Inc.
   104 Hawkins Street
   Bronx, NY 10464

9. M.P.S. Corporation
   4666 Mercury Street
   San Diego CA 92111

10. Mross Control
    Star Route, Box 42
    Elizabeth, CO 80107

11. Nelson Products
    5060-A Sarah Avenue
    Sarasota, FL 33577

12. Red Mullens (Vans)
    Handicap Aids of Okla.
    P.O. Box 1282
    Edmond, OK 73034

13. Smith's Hand Controls
    1472 Brookhaven Drive
    Southhaven, MS 38671

14. Thompson Controls
    4305 N. Peniel
    Bethany, OK 73008

15. Trujillo Industries
    5726 W. Washington Blvd.
    Los Angeles, CA 90016

16. Wells-Engberg Co., Inc.
    P.O. Box 6388
    Rockford, IL 61125

B. Selected Bibliography

Aaron, James E., "Driver Education For the Handicapped," A resource curriculum in driver education teacher preparation, Vol. 1, Sept. 1971, Southern Illinois University, contract no. SEE 35-009-71, U.S. Department of Transportation.

Human Resources Center, I.U. Willets and Searington Roads, Albertson, New York 11507. Four publications, 1978:
"Teacher Preparation Course in Driver Education for the Physically Disabled."
"Hand Controls and Assistive Devices for the Physically Disabled Driver."
"Evaluating Driving Potential of Persons With Physical Disabilities."
"Teaching Driver Education to the Physically Disabled."

Johnson, E.A., "Driver Education for the Handicapped" (Resource Curriculum, U.S. Department of Transportation, NHTSA, Washington D.C. 20590, 1971.

Opfer, Arthur, "Traffic Safety Education for Educable Mentally Retarded Students," Curriculum Guide, 1972, Intermediate School District 105, 103 Courthouse, Yakima. Washington 98901.

Rhoads, Milton D., "Driver Education for the Atypical". A paper presented to the 53d annual International Convention of the Council for Exceptional Children, 1975. (limited copies available by writing to author, S.W. Center for Safety, Oklahoma State University, Stillwater, OK 74078)

C. HANDICAPPED INSIGNIA & PARKING CERTIFICATES

Physically Disabled Persons may obtain Insignia and Parking Certificates by applying to the State Department of Public Safety. The Insignia are bumper stickers which are placed on the front and rear bumpers of a vehicle which is owned and primarily operated by a physically disabled person. The cost of the stickers is $3.00 per vehicle. These Insignia are only issued to disabled persons who drive, since the stickers become a permanent part of the vehicle.

The Parking Certificate is a removable card which slips over the sun visor in any vehicle the disabled person is driving or riding in. When the sun visor is flipped down, the visor card is visible through the windshield. One of the main advantages of having the Parking Certificate is that it is removable, and therefore, parking privileges are not limited to a certain vehicle. The cost of the Certificate is also $3.00.

> DISABLED PERSONS WHO DO NOT DRIVE ARE ONLY ELIGIBLE FOR THE PARKING CERTIFICATE, AND IT IS NOT TO BE USED WHEN THE DISABLED PERSON IS NOT A PASSENGER IN THE VEHICLE.
>
> DISABLED PERSONS WHO DRIVE MAY OBTAIN BOTH ITEMS OR EITHER ONE THEY PREFER. The cost for both items is $6.00 or more, depending on the number of Insignia ordered.

Either of these items will allow a vehicle to be legally parked in specially marked parking areas for the handicapped.

Applications for the Insignia and Parking Certificate need to be made in the disabled person's name, not the parents', childrens', or spouse's.

To insure the quickest service to you, please make sure your doctor's statement fully supplies the information requested, that you send the correct amount of money, and that you send a copy of your car title(s) if you are ordering the Insignia. Failure to supply any of these items will necessitate the return of the application to the sender, and will delay the process of supplying the Insignia and/or Parking Certificate.

Copies of these applications are included on the following pages:

FOR OFFICE USE ONLY

RECEIPT #_____

AMOUNT $_____

DATE_____

APPLICATION FOR
PHYSICALLY DISABLED PERSONS INSIGNIA

I, _____, hereby apply to the Oklahoma Department of Public Safety for the Insignia for Motor Vehicles owned by physically disabled persons. I understand that its purpose is to alert others of my disability in the event of a roadside emergency or other difficulty, and to allow the parking of a vehicle in specially marked Handicapped Parking areas, subject to regulations by the Oklahoma Department of Public Safety and the Oklahoma Statutes.

The Insignia will be placed on a _____ (year and make of car), bearing the serial number _____, owned by me as evidenced by the attached certificate of title which I have obtained from the Oklahoma Tax Commission.

As evidence of my disability, a letter from Dr. _____, who is licensed to practice medicine as set forth in Title 59, Oklahoma Statutes, Section 492, is attached. The letter will contain the following information:

1. THE NATURE AND EXTENT OF MY PHYSICAL DISABILITY.
2. THE DOCTOR'S OPINION THAT IT IS DIFFICULT AND BURDENSOME FOR ME TO WALK AND/OR MAKE OPERATOR'S ROADSIDE REPAIRS.
3. THE LENGTH OF TIME THE DOCTOR EXPECTS MY DISABILITY TO CAUSE DIFFICULTY IN WALKING AND/OR MAKING ROADSIDE REPAIRS.

I understand that said Insignia can only be displayed on a motor vehicle owned and primarily operated by me. That said Insignia shall be displayed in the manner as prescribed by the Department of Public Safety. Furthermore, that in the event I dispose of said vehicle(s) owned by me, that said Insignia shall be removed prior to disposition. I further understand that any person who knowingly makes or procures the making of a false statement in an application or certificate submitted for the purpose of obtaining a Physically Disabled Person's Insignia or knowingly makes unauthorized use of said Insignia is guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of up to Five Hundred Dollars ($500.00).

_____
APPLICANT

_____
STREET ADDRESS OR P. O. BOX

_____
CITY, STATE, AND ZIP CODE

_____ _____
DRIVER'S LICENSE # SOCIAL SECURITY #

Mail the completed application with:

(1) COPY OF CERTIFICATE OF TITLE TO THE DESCRIBED MOTOR VEHICLE(S)
(2) DOCTOR'S CERTIFICATE
(3) APPLICATION FEE OF $3.00 (PER VEHICLE) TO:

OKLAHOMA DEPARTMENT OF PUBLIC SAFETY
Vehicle Inspection Division
P. O. Box 11415
Oklahoma City, Oklahoma 73136

RECEIPT #_____
CERT. #_____
AMOUNT $_____
DATE_____

APPLICATION FOR
PHYSICAL DISABILITY PARKING CERTIFICATE

I, _____, hereby apply to the Oklahoma Department of Public Safety for a Physical Disability Parking Certificate. I understand that Municipalities and other political subdivisions of this State may grant special parking privileges to holders of said Certificate, so long as the parking or standing does not violate any State Statute or create a dangerous situation or impede the normal flow of traffic. I also understand that said Certificate will allow a vehicle of which I am the driver or passenger to be parked in any specially disignated Handicapped Parking areas.

I have attached to this application a letter from Dr. _____, a licensed physician, which sets forth and certifies the following:

1. THE NATURE AND EXTENT OF MY PHYSICAL DISABILITY.
2. THE DOCTOR'S OPINION, STATING IT IS DIFFICULT AND BURDENSOME FOR ME TO WALK.
3. THE LENGTH OF TIME HE EXPECTS SAID DISABILITY TO CAUSE MY DIFFICULTY IN WALKING.

I understand that said Certificate can only be displayed on a motor vehicle operated by me, or under my direction and for my use. I further understand that any person who knowingly makes or procures the making of a false statement in an application or certificate submitted for the purpose of obtaining a Physical Disability Parking Certificate or knowingly makes unauthorized use of a Parking Certificate Insignia is guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine of not more than Five Hundred Dollars.

_____
APPLICANT

_____
STREET ADDRESS OR P. O. BOX

_____
CITY, STATE AND ZIP CODE

_____
SOCIAL SECURITY NUMBER

Mail the completed application with:

(1) DOCTOR'S CERTIFICATE
(2) APPLICATION FEE OF $3.00 TO:

OKLAHOMA DEPARTMENT OF PUBLIC SAFETY
Vehicle Inspection Division
P. O. Box 11415
Oklahoma City, Oklahoma 73136

HANDICAPPED PARKING

House Bill #1582 effective October 1, 1980 addresses the problem of the non-handicapped using marked handicapped parking spaces.

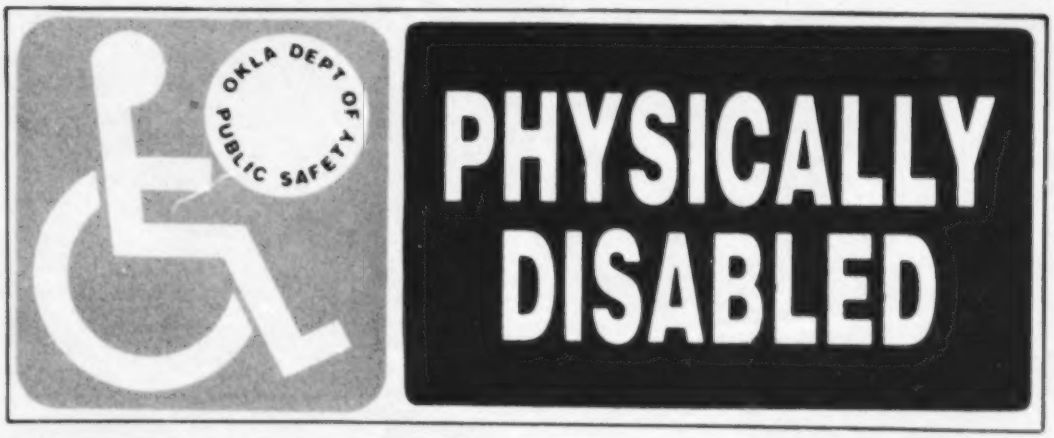
This Act makes the use of handicapped parking spaces by the non-handicapped a misdemeanor subject to a fine of not more than $50.00 and requires the vehicle owner to pay for charges incurred for the removal (towing and storage) of the violating vehicle. Only vehicles displaying the recognized, detachable or reflective insignia, (available for the Department of Public Safety) may use these reserved spaces.

This law allows local municipalities to pass similar regulations. Much recent activity in this area has been going on around the state.

The following are examples of the authorized handicapped parking insignias.

IMPORTANT: READ REVERSE SIDE
DISABLED PERSON
SPECIAL PARKING PRIVILEGE
ISSUED TO JOHN DOE
INSIGNIA EXPIRES
In accordance with 47 U.S. 1971 Sec. 15 111 the above named person may be extended Special Parking Privileges because of certain physical disability
This Special Insignia is issued by the Oklahoma Department of Public Safety this date upon proper application and certification as prescribed by law
INSIGNIA NUMBER
DATE ISSUED
MUST BE PROPERLY DISPLAYED
COMMISSIONER

OFFICIAL PARKING CERTIFICATE



BUMPER STICKER INSIGNIA

This Certificate and Insignia may be obtained from the Oklahoma State Department of Public Safety with the applications and regulations shown on following pages.

D. DIRECTIONS FOR TRANSFER FROM WHEELCHAIR TO CAR

Open car door completely.

Roll wheelchair completely forward between car door and car body.

Lock wheelchair brakes and castors.

Remove right arm rest and place in front seat.

Remove feet from foot pedals and place on ground.

Place foot rest in upward position.

Make sure drivers seat is in forward position.

Place right hand either on steering wheel or car seat (use steering wheel if self locking, if not, place right hand on car seat).

Left hand will be placed on wheelchair seat or left wheelchair arm rest.

Handicapped student will lean toward steering wheel while lifting with his arms his body into drivers seat.

Remove wheelchair cushion and place it in drivers seat.

Unlock wheelchair brakes.

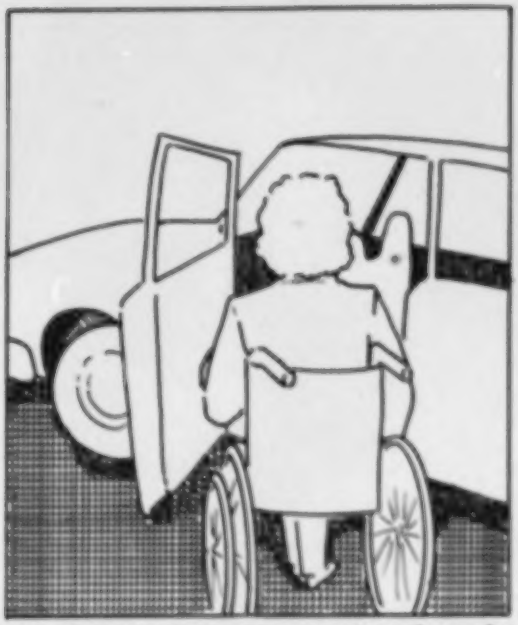
Collapse or fold wheelchair.

With left hand wheelchair student will grab wheelchair foot rest and place front castors behind drivers seat.

Student will grab wheelchair handle bars with right hand and with lifting motion place large wheelchair wheels behind seat.

Student will turn to his right placing his legs under steering column and shut door.

5.1



With car door open completely move wheelchair into desired position and lock brake and casters.

With car door for support, move seat forward and fold wheelchair.

Still supported by the open door, stow wheelchair between seats.

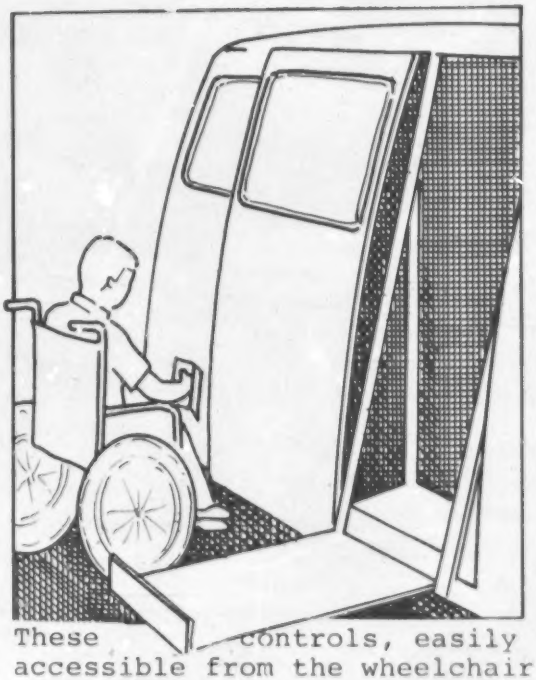
With car body for support, student may then be seated, swivel into position, and close the door.

The transfer shown on the preceeding page may not be the usual one, since the student is able to stand. The student may need to transfer to the drivers seat, facing outward, and stow the wheelchair behind the seat before closing the door. If entry is made from the right (passenger) side of the car, the student must then move to the drivers seat. Two-door cars have larger doors and allow more room for stowage behind the seat.

E. USE OF THE ADAPTED VAN

Vans may be obtained from the sources listed to accomodate almost any physically handicapped driver. Each case must be assessed individually. The nature and extent of the handicap will determine the equipment needed. The following page shows one van and its use.

Ramp and door control's are secured in a locked compartment near the rear of the Van.



These controls, easily accessible from the wheelchair permit door to open and ramp to be lowered from outside the Van.

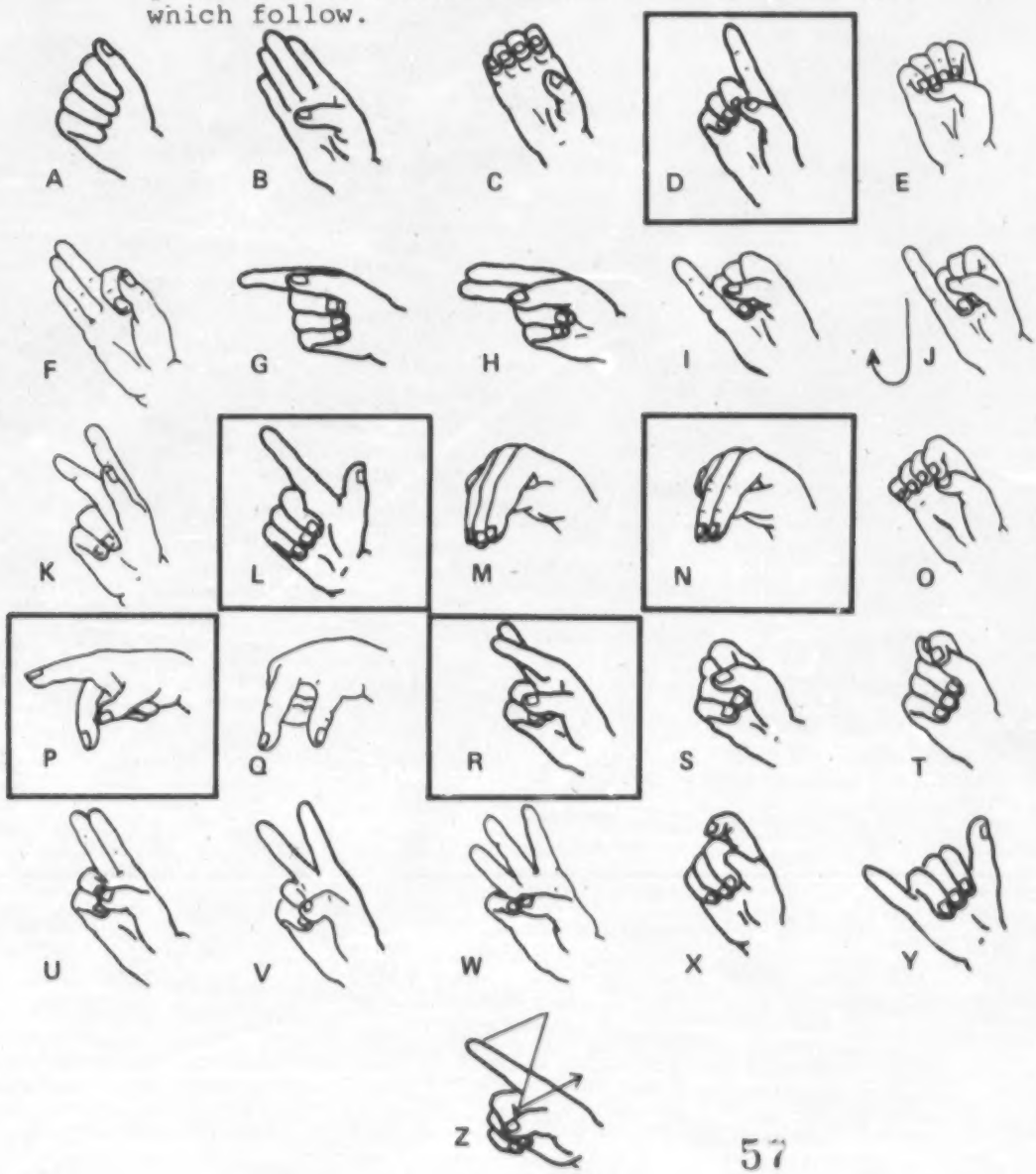
The ramp permits easy entry through the sliding side door to the Van floor.

With the wheelchair locked in place, the driver may stow the ramp and close the door.

F. **MANUAL COMMUNICATIONS FOR DEAF STUDENTS**
MANUAL ALPHABET

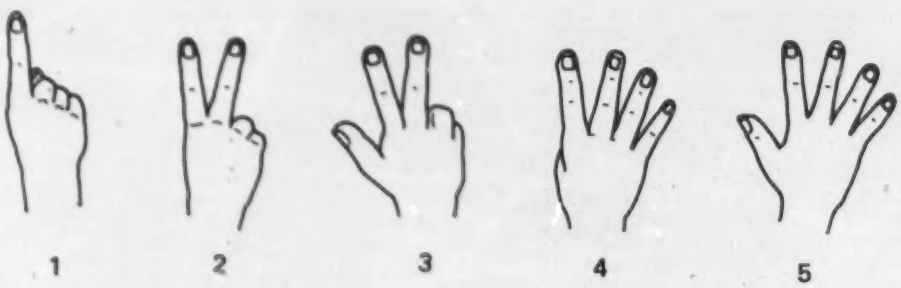
Letters in the manual alphabet are always made with the palm facing the listener. Each letter should be made distinctly and separately.

Although you might need to use only "P," "R," "N," "D," and "L," the entire alphabet is shown here because references to these positions are given in the directions for some of the signs which follow.



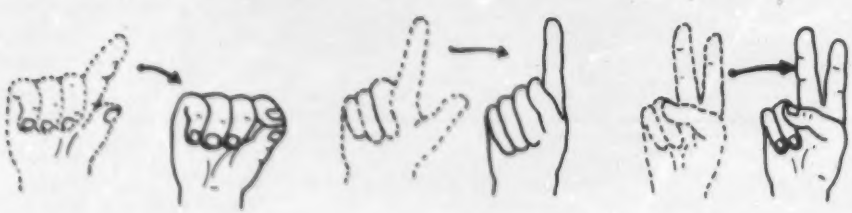
NUMBERS

These illustrations indicate how the signs look to the listener (not the signer). Combination numbers are formed as illustrated for 21 through 23. For example, 55 would be formed by signing the "5" of "50" (open palm forward, five fingers extended) then moving that "5" slightly to the left to indicate another "5" being made.



1 2 3 4 5

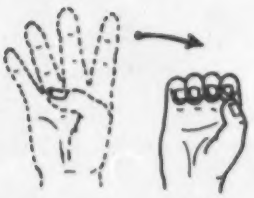
6 7 8 9 10



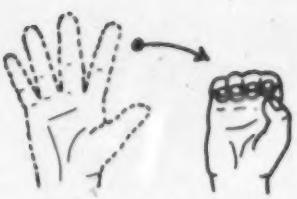
20 21 22

23

30



40



50

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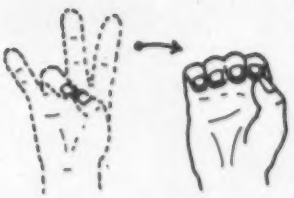


70

80

90

100

1000

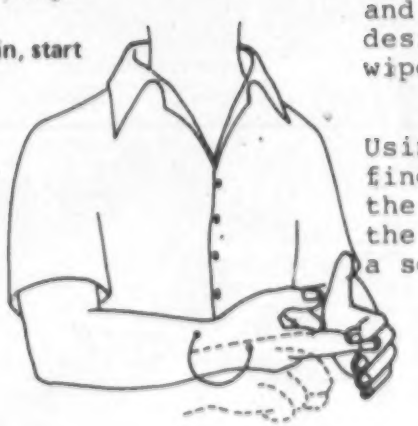
SIGNS FOR GEAR SELECTION

Park	P	
Reverse	R	
Neutral	N	
Drive	D	
Low	L	

Other letters can be arranged between you and the student to stand for specific directions. For example, a "W" moved left and right in an arc might be designated to mean windshield wiper during in-car instruction.

Other Signs

Begin, start



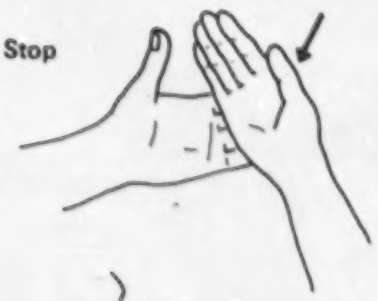
Using the tip of the right index finger, make a half-turn between the index and middle fingers of the left open hand (indicating a screw or a key being turned).

Look at,

watch

Place "V" near the eyes, pointing outward from face; move "V" forward (indicating eyes looking out).

Stop



Bring the little finger side of the right open hand down sharply to a position across the left open palm (indicating a barrier).

Go

Rotate index fingers around each other as they move forward (palms toward self).

Left turn

Point "L" hand toward the left (index finger and thumb extended; other fingers closed against palm). See manual alphabet "L".

Right turn

Point "R" hand toward the right (second finger slightly crossing index finger; thumb holding other two fingers toward palm). See manual alphabet "R".

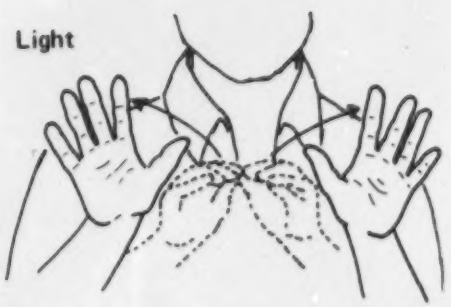
No

Make an abbreviated "N" and "O" by bringing the index, middle finger, and thumb together in one motion.

Good

Touch the lips with the fingers of the right hand and then move the right hand forward, placing it (palm up) in the palm of the left hand.

Light

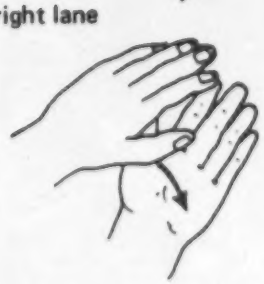


Point both hands outward, fingers touching thumbs and index fingers together; open fingers as hands move upward and to the side (ending in "5" position), palms facing forward

Move to left lane

Place hands next to each other, palms down and parallel. Move right hand over on top of left hand.

Move to right lane



Place hands next to each other, palms down and parallel. Move left hand over on top of right hand.

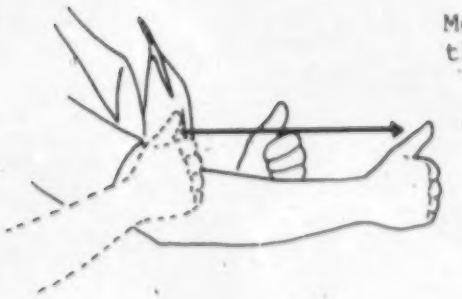
Stay

Place the thumb of the right "A" on the thumbnail of the left "A" and push downward slightly.

Fast, quick

Snap the right thumb out of the curved index finger as if shooting a marble. Move wrist downward during the motion.

Pass



Move the right "A" forward past the left "A".

Slow

Stroke down the back of the left hand slowly with the right hand.

Yes

Hold the "S" hand before you, palm facing out, and bend the wrist forward. Repeat motion for emphasis.

63

Evaluation

Upgrading teaching materials is an ongoing process. Teaching handicapped students to drive is a relatively new endeavor in many schools. Some of the ideas contained in this publication may be without precedent in practical application. Would you please help us to upgrade this work by responding to the following.

1. Check the nature of the handicap(s) of pupils with whom you are working__EMH__paraplegia__Quadriplegia____ Deaf or hearing impaired__Vision impaired__Reading defficiency__other(please specify)____.

2. Did you find material in this publication of practical assistance in working with these people?__practical__ impractical.

3. Were the format, continuity, and content__easily understood__hard to follow?

4. What do you consider the major strength of this publication?_____

   _____

5. What do you consider the major weakness of this publication?_____

   _____

6. What materials do you feel are left out that should be included?_____

   _____

_____

If you have tried other ideas that have proven successful in teaching handicapped pupils to drive, would you share them in this space? (Use the back of this form if more space is needed.)

Name_____School_____

_____

_____

_____

_____

Return to: Driver and Safety Education, State Department of Education, 2500 N. Lincoln Blvd., Oklahoma City, Oklahoma 73105